

SUBMISSION INSTRUCTIONS

Applicants must respond to each question/item in each section of the application. Incomplete applications will not be considered.



Electronic Application Process

Applicants are **required** to complete and submit the application, including all required attachments online at:

5Hwww.mde-ses.com

The application and all required attachments must be submitted **before 5:00 p.m. on April 29, 2011.**

There will be **NO** exceptions made to the application deadline.

Please make sure you complete the application as early as possible so that we may help you correct any problems associated with technical difficulties. Technical support will be available Monday – Friday, throughout the application period, from 8:00 a.m. – 4:00 p.m.

All information included in the application package must be accurate. All information that is submitted is subject to verification. The submission of false or inaccurate information will disqualify the entity as a provider of Supplemental Educational Services (SES) in Michigan and the entity will not be considered for approval. All applications are subject to public inspection and/or photocopying.

Contact Information

All questions related to the SES application process should be directed to:

Greg Olszta
Education Consultant
Office of Education Improvement & Innovation

OR

Ryan Starkweather
Analyst
Office of Education Improvement & Innovation

Telephone: (517) 241-4715 or (517) 373-4872

Email: MDE-SES@michigan.gov

APPROVAL PROCESS

In order for an applicant entity to be considered for approval and included on the Michigan State-Approved SES Providers' List (Approved List), the applicant entity must complete the application online. Two or more qualified reviewers will rate the application using the scoring rubric developed by the Michigan Department of Education (MDE).

Applications will only be **reviewed** if:

1. All portions of the application are complete;
2. All application materials, including attachments, are submitted electronically prior to the due date;

No more than 20 applications will be approved. Applications may only be **approved** if:

1. The above conditions are met for review;
2. The scores received meet the following:
 - a. The total application score meets a minimum of **85** points; **and**
 - b. Each criterion receives the minimum points identified below:

Criteria	Total Points Possible	Minimum Points Required Per Criteria
1. Financial Soundness and Management Structure	30	20
2. Demonstrated Record of Effectiveness	15	10
3. High-Quality, Research-Based	10	7
4. Connection to State Content Standards	10	7
5. Staff Qualifications	10	7
6. Assessment of Student Need	10	7
7. Communication Plan	10	7
8. Fluency and Mechanics	5	3
9. Bonus Points	5	0
Total Points Possible	105	
Minimum Points Required for Approval*	85	

* Must also meet the minimum in each criterion

- ❖ To reiterate, applications must receive a total score of 85 points or higher and receive the minimum number of points in each criterion, in order to be considered for approval. No more than twenty (20) applicants will be selected for approval from among those applications that meet the minimum score in each criterion and receive an overall score of 85 or higher, including any bonus points received.
- ❖ Applications that receive an overall score of 85 or higher, but do not meet the minimum in each criterion will NOT be considered for approval.
- ❖ No more than 20 applications will be selected from among those receiving an overall score of 85 or above, and those with the highest overall scores will be selected first. Where ties occur, those applications scoring highest in Criteria 2 through 7 will be selected for approval.
- ❖ Public schools identified for Improvement, Corrective Action or Restructuring are NOT eligible applicants according to the federal regulations.
- ❖ Local Educational Agencies (LEAs) and Intermediate School Districts (ISDs) that are identified for Improvement, Corrective Action or Restructuring are NOT eligible applicants according to the federal regulations.

Eligible applicant entities that are not approved will be notified and may apply next year. Applicants that submit an incomplete application, or late application, will be notified that their application was not reviewed and that they may apply next year.

PROBATIONARY STATUS - IMPORTANT!

All newly-approved SES providers are placed on probationary status for one year.

During the Probationary Period, Providers Must:

- a) Attend the SES new provider orientation session presented by MDE
- b) Participate in any other school district or State-sponsored SES training that is mandatory for new providers

During the Probationary Period, Providers are subject to:

- a) All applicable local, state, and Federal laws, policies and agreements related to the provision of SES
- b) This includes, but is not limited to:
 - o Title I, Part A, Section 1116
 - o United States Department of Education (USED) SES Non-Regulatory Guidance of January 14, 2009
 - o Michigan's Assurances and Code of Ethics for SES providers
 - o Contracts with individual school districts or public school academies (PSAs)

Failure to meet any of the above requirements will lead to immediate corrective action, leading up to and including removal from the Approved List.

At the conclusion of the probationary year, each newly-approved SES provider will go through a final review process for determination of status.

In order to be granted full approval (non-probationary) status, providers must:

- a) Have met all requirements above or have a valid explanation, to the satisfaction of MDE, if a requirement is not met
- b) Provided services for eligible students
- c) Be free of any corrective action or pending corrective action

The MDE will review provider status and decide on one of the following options:

- a) Full approval
- b) An additional year of probation
- c) Removal from the Approved List

All decisions made by the MDE are final. There is no appeal process.

Please note that being placed on the Approved List does not guarantee that an SES provider will be selected by parent(s)/legal guardian(s) to provide services.

APPLICATION OVERVIEW

The Application is divided into five sections.

Section A requests basic program information.

Section B requests information related to nine (9) criteria. Your responses in Section B must be in narrative form. You may upload figures (e.g., tables, charts, graphs) to support your narrative, but such items will be counted toward applicable page/word limits.

Section C contains the Assurances. Please read each statement carefully and certify your agreement with all statements therein.

Section D is the Michigan Department of Education Supplemental Educational Services Providers' Code of Ethics. Please read each statement carefully and certify your agreement with all statements therein.

Section E requires that you upload all required attachments as well as any figures to support your narratives. Tables, Charts and Graphs to Support Criteria are limited to no more than five (5) pages.

SECTION A: BASIC PROGRAM INFORMATION

Please enter the requested information in the spaces provided. Be sure to read all notes, as they provide important information regarding each category.

IMPORTANT NOTE: Once approved, providers must operate within the information identified in this application. Changes in application information may be requested in writing to MDE prior to the beginning of the application process in subsequent years. The request must include the rationale for the changes. All changes must receive written approval from MDE prior to implementation and will be determined on a case-by-case basis. This includes, but is not limited to, information changes in the following categories:

- Tutor Qualifications
- Grade Level
- Hourly Rate
- Maximum and Minimum Number of Students
- Curriculum
- Service Session Information
- Tutor/Student Ratio
- Service Area

Instructions: Complete each section in full.

1. Federal EIN, Tax ID or Social Security Number		2. Legal Name of Entity	
3. Name of Entity as you would like it to appear on the Approved List			
4. Entity Type:		5. Check the category that best describes your entity:	
<input type="checkbox"/> For-profit <input type="checkbox"/> Non-profit <input type="checkbox"/> Michigan corporation <input type="checkbox"/> Corporation organized in another state <input type="checkbox"/> Individual		<input type="checkbox"/> Business <input type="checkbox"/> Child Care Center <input type="checkbox"/> Community-Based Organization <input type="checkbox"/> Educational Service Agency (e.g., RESA or ISD) <input type="checkbox"/> Faith-Based Organization <input type="checkbox"/> Provide Michigan (or other state) Corporation ID number _____ <input type="checkbox"/> Institution of Higher Education <input type="checkbox"/> Other (specify): _____ <input type="checkbox"/> School District (LEA, ISD) NOTE: An LEA or an ISD that is identified for Improvement, Corrective Action, or Restructuring as a district is NOT an eligible applicant.	
6. Applicant Contact Information			
Name of Contact <input type="checkbox"/> Mr. <input type="checkbox"/> Ms.		Phone	Fax
Street Address		City	State Zip
E-Mail		Website	

7. Local Contact Information – This contact information will be published.			
Name of Contact <input type="checkbox"/> Mr. <input type="checkbox"/> Ms.	Phone	Fax	
Street Address	City	State	Zip
E-Mail	Website		
8. SES History			
<p>Is the applicant entity a current or past approved SES provider in Michigan under the applicant entity name or any other name?</p> <p>Current SES provider? <input type="checkbox"/> Yes Provide entity name: _____</p> <p>Past provider? <input type="checkbox"/> Yes If yes, list previous provider company name(s): _____</p>			
<p>Is the applicant entity a current or past approved SES provider in any other state?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If yes, list the state(s) in which entity has been an approved SES provider: _____</p>			
<p>Has the applicant entity ever had any official action taken against it by any state, including but not limited to a formal warning, prohibition of service, or removal from a state-approved SES provider list, or other approval as a provider of educational services to state or local educational agencies (LEA)?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If yes, explain: _____</p>			
<p>Have any other individuals associated with or providing support to this applicant entity ever been an SES provider that had any official action taken against them by any state, including but not limited to a formal warning, prohibition of service, or removal from a state-approved SES provider list, or as a provider of other education related services to a state or LEA?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If yes, explain: _____</p>			
9. Service Area			
<p>List the intermediate school district and each individual district in which you agree to provide services. Enter "Statewide" ONLY if you agree to provide services to any district in the State of Michigan. By indicating that you will serve a specific district (or all districts, if you indicate "Statewide"), you agree to provide services to any student in that district whose parent(s)/legal guardian(s) select you as their provider within minimum and maximum capacity. Additionally, you may only enroll students from the districts identified in this application, and you may not add additional districts once the application is approved.</p>			
Intermediate School District(s):		Name(s) of District(s):	
10. Conflict of Interest Disclosure			
<p>Are you or any member of your organization currently employed in any capacity by any public school district or public school academy (charter school) in Michigan, or do you serve in a decision making capacity for any public school district or public school academy in Michigan (i.e. administrative staff, school board member)?</p>			

☐ Yes☐ No

What school district are you employed by or serve: _____

In what capacity are you employed or do you serve (position title): _____

A school or school district may apply to become an approved SES provider. However, the administration of the SES program by the school or district must be separate and distinct from the school or district's SES provider entity. In effect, the school or district's SES provider entity must function and behave as if it were an outside organization. A potential conflict of interest, even if disclosed, may be reason to deny the application or to deny the approval of the applicant to serve one or more districts requested in the application.

11. Place of Service

Check the location(s) that best describe(s) where you intend to deliver services to students. If you select "Via Technology," please use the Criterion 2 narrative to identify the type of technology used, describe where the students will access the service and whether it is distance learning. Describe how the session will be facilitated and monitored.

☐ Community Center

☐ Local Educational Entity (LEA) Facility (*Checking this box does not guarantee space will be available in district buildings to offer tutoring. SES Providers must work with each district to gain access to school facilities. Space in school buildings varies by district*).

☐ Place of Religious Worship (e.g., church, synagogue, mosque)☐ Student's Home☐ Via Technology (site based)☐ Online☐ Other (specify): _____☐ Place of Business

12. Transportation

Do you provide transportation? (*If "yes", Districts will require additional insurance.*)

☐ Yes☐ No☐ At Select Sites Only

13. Subject Areas

Check all that apply.

☐ English language arts ☐ Mathematics ☐ Science ☐ Social Studies

*Providers must offer tutoring in **English Language Arts** and/or **math**. Newly approved providers may offer additional tutoring in science and/or social studies. Previously approved providers wishing to add tutoring in science or social studies must have submitted a written request to MDE detailing the elements of the instructional design and connections to Michigan's content standards for these subjects.*

14. Grade Levels

List each grade to be served. The program described must address each of the grade levels indicated. _____ **Note:** Applicants proposing to serve grade levels 7-12 **and** to provide tutoring in **math and science** to grade levels 7-12 will receive **5 bonus points** to be added to the total score. **NOTE:** Both **math and science** must be proposed for grades 7-12 in order to receive bonus points.

15. Minimum number of students per district

Indicate the minimum number of students needed in order to provide services in each district. _____

16. Maximum number of students per district

Indicate the maximum number of students that may be enrolled in each district. This

number should allow you to maintain quality service and results. ____

SAMPLE

17. Specific Student Populations

Indicate which sub-groups the applicant will be qualified to serve:

English Language Learners (ELL)

☐ Yes

☐ No

If yes, in which languages: _____

Students with Disabilities:

☐ Yes

☐ No

If yes, which disabilities: _____

18. Session Information

Ideally, how many days per week will a student be scheduled for services?
_____ days

Ideally, for how long each day will a student receive services (in minutes)?
_____ minutes

How many hours are required for a student receiving tutoring in your program to achieve their individualized learning goals? _____ hours

Applicants must ensure that the maximum hourly rate identified in number 19 of this application is low enough to allow for the number of hours required to achieve individualized learning goals or that this number is equal or lesser than the guaranteed number of service hours you identify in number 18.

19. Hourly Rate

List the maximum fee per hour of instruction, per student.

\$_____ maximum fee per hour of instruction, per student

The MDE does not allow approved SES providers to charge fees outside of the maximum fee per hour of instruction, per student identified above. The hourly rate should include the cost for all program expenses including, but not limited to: facility expenses, administrative costs, assessment materials, salaries, equipment, software and instructional materials.

Once approved, providers may not exceed the maximum hourly rate indicated above during the academic year identified in this application. Changes in hourly fees may be requested in writing to the MDE prior to the beginning of the application process in subsequent years. The request must include the rationale for the change in the charges. Any increase in rates or fees must receive approval from the MDE prior to implementation.

Does your program ever lower the hourly fee to guarantee each student receives a specific number of service hours?

☐ Yes

☐ No

If yes, what is the **guaranteed** minimum number of service hours each student receives: _____

Applicants must ensure that the maximum hourly rate you identify in this section is low enough to allow for the number of hours required to achieve the individualized learning goals you identified in number 18 or that this number is equal or lesser than the guaranteed number of service hours you identified here in number 19.

20. Tutor/Student Ratio

Indicate the maximum number of students who will be assigned to each tutor per session. Student/tutor ratios should fall within the following ranges:

- 1-5 students: 1 tutor for non-computer based instruction
- 1-8 students: 1 tutor for computer based instruction in a classroom or lab setting
- 1-30 students: 1 tutor for online instruction with an off-site facilitator

____ students: 1 tutor for non-computer based instruction

____ students: 1 tutor for computer-based instruction (classroom setting)

____ students: 1 tutor for online instruction (off-site facilitator)

21. Program Summary

Please summarize your program in a narrative form. The description should be 1,000 characters or less and include the following information:

- Your approach or model of instruction, including assessment and goal-setting procedures;
- The structure of a standard tutoring session including length of sessions, frequency of sessions, length of sessions and student /teacher ratio;
- The instructional materials that will be used; and
- Tutor qualifications.

*Please note that this summary will be used by the MDE and/or by the LEAs you serve to describe your services to parent(s)/legal guardian(s) and/or to the public. **The MDE reserves the right to edit your description for space considerations, but will not edit for spelling errors or typos. It is highly advised that you proofread your program description carefully.***

Minimal rewards, up to a total of \$20.00 per student annually, are allowed for attendance or achievement, but may not be advertised in the program description. Technology-based providers that allow students to keep computers at the completion of services may NOT disclose this information in the program summary or other methods of marketing using printed or other media, or through word of mouth, before parents and students have submitted their SES enrollment forms to the LEA.

SECTION B: CRITERIA

Instructions: All responses must comply with stated page/word limits, where applicable. Figures such as tables, charts and graphs can be uploaded at the end of the application, but such information will be counted toward page limits. Text and figures beyond the stated page limit will not be considered and should not be submitted with the application. All references must be cited. Use American Psychological Association (APA) citation style when referencing your research and provide a reference list that includes every in-text citation. The Reference List should be uploaded in the online application, Section E. Information on APA citation style may be found at the website of the Cornell University Library at the URL: <http://www.library.cornell.edu/resrch/citmanage/apa>

Applications that contain plagiarized information will not be considered.

Criterion 1 (30 points)

Financial Soundness and Management Structure

Rationale: The *No Child Left Behind Act of 2001* (NCLB) Section 1116(e)(12)(B)(iii) requires providers to be financially sound. Your application will be evaluated on your ability to demonstrate financial soundness and sound management structure through a review of financial and licensure and/or incorporation documentation.

Required Documentation: Attach the following documents which will be used to determine that your entity is financially sound. **ALL of these items are required.**

- **Cash-on-Hand:** Applicants must provide evidence that there is enough cash-on-hand to support the business for at least six months. Examples of sufficient evidence are: savings account or checking account statements, notarized letters from investors identifying the investment amount available, evidence of an available line of credit or loan from a financial institution (issued and dated no more than three months before the date of application submission). The amount identified should be enough to cover all projected revenue and expenses for **at least six months** for the **maximum number of students per district** identified in the application. Narrative text that states the money is available is not sufficient evidence of cash-on-hand. Supporting documentation must be dated as issued no more than three months prior to SES provider application submission.

NOTE: Tax documents are not considered evidence of cash-on-hand. Applications submitted with tax documents as evidence of cash-on-hand are considered incomplete and will not be reviewed.

- **Cash Flow:** Applicants must provide an organizational cash flow that accounts for and details all **monthly projected revenue and expenses** for at least **twelve months, ending in June 2012**.
- **Expense Minimum:** Applicants must provide a comprehensive list of expenses necessary to serve the **minimum number of students per district** identified in the application (See Section A, "Basic Program Information" #15).

- **Expense Maximum:** Applicants must provide a comprehensive list of expenses necessary to serve the **maximum number of students per district** as identified in the application (See Section A, "Basic Program Information" #16).
- **Corporate Organization:** Applicants must provide a copy of their business license, if applicable, and formal documentation of corporate legal status as a corporation organized in Michigan or another state (must include copy of certificate of incorporation identifying the state issued corporation ID number), and if relevant, proof of 501(c)(3) tax-exempt status).
- **Insurance:** Applicants must provide a copy of their liability insurance or a recent quote (60 days or less from date of application submission) from an insurance agency that reflects your intent to obtain general liability insurance (Note: the cost of insurance should be included in the cash-flow document and also in the comprehensive list of expenses for the minimum and maximum number of students per district);
NOTE: individual school districts may require additional professional liability insurance coverage.
- **Billing and Payment:** Applicants must provide sample invoices and other business documents for tutoring services identifying that a management structure related to billing and payment for tutoring is in place.
- **Financial Narrative:** Applicants must provide a one-page narrative explaining how the financial documents listed above represent a strong business plan.

The financial documents should only identify revenue and expenses for the Michigan applicant entity. If the applicant entity is part of a national franchise, for instance, only the revenue and expenses directly related to this Michigan applicant entity should be identified in the financial documents. Likewise, if the applicant operates other businesses, the costs associated with these businesses should not be included in the budget. Revenue associated with other businesses may be a viable contribution, but should have sufficient documentation.

Criterion 2 (15 points)

Demonstrated Record of Effectiveness in Increasing Student Academic Achievement

Rationale: Providers must have a demonstrated record of effectiveness in increasing the academic proficiency of students in subjects relevant to meeting the state academic content and student achievement standards

[NCLB Section 1116(e)(4)(B)]. In addition, an applicant must provide evidence that its instructional methods and content are aligned with state content and standards, and are of high quality, research-based, and specifically designed to increase the academic achievement of eligible children. NCLB Section 1116(e)(4)(A) requires that the state must ensure constituent participation in the process of providing SES services, in consultation with local educational agencies, parents, teachers, and other interested members of the public, promote maximum participation by providers to ensure, to the extent practicable, that parents have as many choices as possible (Final Title I Regulations of October, 2008).

Evaluation: Your application will be evaluated on your ability to demonstrate your record of effectiveness in Michigan and/or other state(s) in increasing academic achievement, particularly for low-income and/or underachieving students, in the subjects and grade levels in which you intend to provide services. Data that provide evidence of a positive impact on Michigan state assessments will provide the applicant with the opportunity to enhance the score for Criterion 2.

If you have served students as a SES provider in other states but not in Michigan, provide data documenting your effectiveness in those states.

If you have not served students as an approved SES provider, the requirements apply to the instructional program that you propose to use in Michigan.

Evidence that will be considered includes:

- Data that demonstrate a positive impact on national, Michigan, another state's, and/or district assessments;
- Data that demonstrate a positive impact on other independent, valid and reliable assessments (e.g., provider-administered assessments, teacher-administered content area assessments);
- Data that demonstrate a positive impact on course grades;
- Data that demonstrate positive feedback from customers (e.g., parent(s)/guardian(s), students, LEAs) related to the effectiveness of the instructional program)
- Data that demonstrate a positive impact on other indicators (e.g., student attendance, student behavior/discipline, retention/promotion rates, graduation rates).
- Feedback from constituent groups (parent(s)/guardian(s), students, LEAs) about the effectiveness of the proposed delivery model, the instructional program in the intended subject areas and grade levels, particularly for low-

income and/or underachieving students.

Narrative (limit 7,880 characters): Cite and reference available research studies (as appropriate) and **provide data** that indicate the instructional program has a positive impact on the academic achievement of students in the subjects and grade levels in which you intend to provide services, particularly for low-income and/or underachieving students.

- Use American Psychological Association (APA) citation style when referencing your research and provide a Reference List that includes every in-text citation. The Reference List should be uploaded in the online application, Section E. Information on APA citation style may be found at the website of the Cornell University Library at the URL:
<http://www.library.cornell.edu/resrch/citmanage/apa>

If you intend to serve students with disabilities or students with limited English proficiency, cite and reference available research studies (as appropriate) and **provide data** that indicate the positive impact your program is expected to have on the academic achievement of those student population(s).

Criterion 3 (10 points)

Evidence of a High Quality, Research-Based Instructional Program Designed to Increase Academic Achievement

Rationale: By definition, SES is tutoring and other enrichment services that are high quality, based on research, and designed to increase student academic achievement [NCLB, Section 1116(e)(12)(C)(2)]. According to the U.S. Department of Education (January 14, 2009), the major focus of NCLB is to utilize *only* those educational practices that have evidence to suggest that they will increase academic achievement (see *Federal Supplemental Educational Services Non-Regulatory Guidance*). In addition, an applicant must provide evidence that its instructional methods and content are aligned with state academic content and student academic achievement standards, and are of high quality, research-based, and specifically designed to increase the academic achievement of eligible children (Final Title I Regulations of October, 2008).

Evaluation: The application will be evaluated on the applicant's ability to demonstrate that the instructional program is (1) high quality and research-based, designed to increase student academic achievement; (2) aligned to Michigan content standards (e.g., Grade Level Content Expectations, High School Content Expectations, Course/Credit Content Expectations and/or the Michigan Curriculum Framework) for the grade levels the applicant proposes to serve. You must describe the findings of any academic research that support major elements of your instructional program. See also, the Michigan Department of Education website for the Common Core State Academic Standards:

http://www.michigan.gov/mde/0,1607,7-140-6530_30334_51042-232021--_00.html

Major elements must include:

- Instructional strategies;
- Time on task;
- Special instructional materials;
- Use of technology; and
- Other relevant program components.

Narrative (limit 7,880 characters): Clearly and specifically explain the ways in which the instructional program is (1) high-quality and research-based, and designed to increase student academic achievement; (2) aligned to Michigan content standards for the grade levels the applicant intends to serve.

Describe the findings of any academic research that supports the major elements of the instructional program. Major elements must include instructional strategies, time on task, special instructional materials, use of technology, etc. Cite and reference available research studies (as appropriate) and **provide data** that supports your position and findings. **Use APA citation style as described in Criterion 2.**

Criterion 4 (10 points)

Evidence of an Instructional Program and Content Consistent with State Content Standards and LEA Program(s) – *Connection to Content Standards*

Rationale: NCLB Section 1116(e)(5)(B) requires applicants to demonstrate that the instruction they provide and the content they use “are consistent with the instruction provided and content used by the local educational agency and state, and are aligned with state student academic achievement standards.” According to the U.S. Department of Education (January 14, 2009), instructional content and methods need not be identical to those of the LEA, but they must “*share a focus* on the same state academic content and achievement standards and be designed to help students meet those standards” (*Federal Supplemental Educational Services Non-Regulatory Guidance*, p.15). In addition, an applicant must provide evidence that its instructional methods and content are aligned with state academic content and student academic achievement standards, and are of high quality, research-based, and specifically designed to increase the academic achievement of eligible children (Final Title I Regulations of October, 2008).

Evaluation: The application will be evaluated on the applicant entity’s ability to demonstrate the instructional program’s connection to specific state content standards (e.g. Grade Level Content Expectations, High School Content Expectations, Course/Credit Content Expectations and/or the Michigan Curriculum Framework) for the grade levels the applicant intends to serve.

Narrative (limit 1,970 characters): Describe how the instructional program connects to specific Michigan content standards. The applicant entity must **provide sample student learning objectives and demonstrate alignment** to specific state content standards (e.g. Grade Level Content Expectations, High School Content Expectations, Course/Credit Content Expectations and/or the Michigan Curriculum Framework) for the grade levels the applicant intends to serve. See also, the Michigan Department of Education website for the Common Core State Academic Standards: http://www.michigan.gov/mde/0,1607,7-140-6530_30334_51042-232021--,00.html Cite and reference available research studies (as appropriate) and **provide data** that supports your position and findings. **Use APA citation style as described in Criterion 2.**

Criterion 5 (10 points)

Evidence of an Instructional Program and Content Consistent with State Content Standards and LEA Program(s) – *Staff Qualifications*

Rationale: NCLB Section 1116(e)(5)(B) requires applicants to demonstrate that the instruction they provide and the content they use “are consistent with the instruction provided and content used by the local educational agency and state, and are aligned with state student academic achievement standards.” According to the U.S. Department of Education (January 14, 2009), instructional content and methods need not be identical to those of the LEA, but they must “*share a focus* on the same state academic content and achievement standards and be designed to help students meet those standards” (*Federal Supplemental Educational Services Non-Regulatory Guidance*, p.15). In addition, an applicant must provide evidence that its instructional methods and content are aligned with state academic content and student academic achievement standards, and are of high quality, research-based, and specifically designed to increase the academic achievement of eligible children (Final Title I Regulations of October, 2008).

Evaluation: The application will be evaluated on the applicant entity’s ability to demonstrate that there is a process for ensuring staff is qualified to deliver the required program, content and instruction, and there is a plan for ongoing professional development and supervision. This section should include:

- Clearly defined instructor qualifications
- Evidence that instructors possess the minimum of a high school diploma
- Evidence that a systematic plan for professional development is in place that includes the following:
 - Instructional strategies
 - Focus on student learning
 - Assessment & communication of progress to students, parents, and districts
 - Documentation of tutoring sessions and student progress
 - Differentiation of instruction based on diagnosed student needs, and
 - Feedback to students and employees

Narrative (limit 1,970 characters): Describe the process for ensuring staff is qualified and describe plans for ongoing professional development and supervision. The plan must be detailed and specific.

Criterion 6 (10 points)

Evidence of an Instructional Program and Content Consistent with State Standards and LEA Program(s) – *Assessment of Student Need*

Rationale: NCLB Section 1116(e)(5)(B) requires applicants to demonstrate that the instruction they provide and the content they use “are consistent with the instruction provided and content used by the local educational agency and state, and are aligned with state student academic achievement standards.” According to the U.S. Department of Education (January 14, 2009), instructional content and methods need not be identical to those of the LEA, but they must “*share a focus* on the same state academic content and achievement standards and be designed to help students meet those standards” (*Federal Supplemental Educational Services Non-Regulatory Guidance*, p.15). In addition, an applicant must provide evidence that its instructional methods and content are aligned with state academic content and student academic achievement standards, and are of high quality, research-based, and specifically designed to increase the academic achievement of eligible children (Final Title I Regulations of October, 2008).

Evaluation: The application will be evaluated on the applicant entity’s ability to demonstrate that a specific process is used to assess student need, identify skill or knowledge gaps, and prescribe an instructional program based on the student’s individual needs. The applicant must:

- Provide evidence an objective assessment is in place;
- Describe the frequency of objective assessment administration
- Provide evidence of a systematic process to analyze the results of the objective assessment

Narrative (limit 1,970 characters): Describe the plan to assess student academic need, identify skill or knowledge gaps, and prescribe an instructional program based on the student’s individual needs. Provide detailed evidence of a comprehensive, systematic process for analyzing results to identify student needs, skill or knowledge gaps, and prescribing an instructional program based on student needs.

Criterion 7 (10 points)

Evidence of an Instructional Program and Content Consistent with State Standards and LEA Program(s) – *Communication Plan*

Rationale: NCLB Section 1116(e)(5)(A) requires SES providers to provide parents of children receiving supplemental educational services under this subsection and the appropriate local educational agency with information on the progress of the children in increasing achievement, in a format and, to the extent practicable, a language that such parents can understand. NCLB Section 1116(e)(5)(B) requires applicants to demonstrate that the instruction they provide and the content they use “are consistent with the instruction provided and content used by the local educational agency and state, and are aligned with state student academic achievement standards.” According to the U.S. Department of Education (January 14, 2009), instructional content and methods need not be identical to those of the LEA, but they must “*share a focus* on the same state academic content and achievement standards and be designed to help students meet those standards” (*Federal Supplemental Educational Services Non-Regulatory Guidance*, p.15).

Evaluation: The application will be evaluated on the applicant entity’s plan for communicating student progress to LEA(s)/teacher(s) and to parent(s)/guardian(s). The applicant must:

- Provide evidence that written progress reports occur regularly;
- Provide evidence that communication between the applicant and the stakeholders is documented;
- Describe the process for obtaining parent involvement and feedback related to their child’s instructional goals.
- Describe how the processes may address parent reluctance or non-responsiveness to the applicant’s efforts to engage and communicate with the parent about instructional goals and the child’s progress.

Narrative (limit 1,970 characters): Describe the plan for obtaining parent involvement and feedback related to identification of specific instructional goals and communicating student progress with regular frequency to LEA(s)/teacher(s) and to parent(s)/guardian(s).

Criterion 8 (5 points)

Fluency and Mechanics

Rationale: By definition, SES is tutoring that is high quality, based on research, and designed to increase student academic achievement [NCLB, Section 1116(e)(12)(C)(2)]. According to the USED (January 14, 2009), the major focus of NCLB is to utilize *only* those educational practices that have evidence to suggest that they will increase academic achievement (see *Federal Supplemental Educational Services Non-Regulatory Guidance*).

Evaluation: The application will be evaluated on the applicant entity's ability to demonstrate that entity leaders have a thorough understanding of basic mechanics and grammar, and the ability to communicate effectively with parents, districts and employees.

Narrative: No additional narrative should be submitted for this criterion. The narrative supplied for criteria 1-7 will be used to demonstrate fluency and mechanics and as a basis for scoring Criterion 8.

Criterion 9 (5 points)

Applicants proposing to serve grade levels 7-12 **and** provide tutoring in **math and science both** to grade levels 7-12 will receive **5 bonus points** to be added to the total score. Bonus points do not apply to the minimum points required in each criterion.

Rationale: By definition, SES is tutoring that is high quality, based on research, and designed to increase student academic achievement [NCLB, Section 1116(e)(12)(C)(2)]. The goal of SES is to increase eligible students' academic achievement in a subject or subjects that the State includes in its ESEA assessments under Section 1111 of the ESEA, which must include reading/language arts, mathematics, and science, as well as English language proficiency for students with limited English proficiency (LEP). *Non-Regulatory Guidance, Supplemental Educational Services*, January 2009. Michigan's experience is that there is a great need for improved achievement in mathematics and science, particularly at the middle and high school grade levels.

Evaluation: 5 Bonus Points will be added to the total application score for those applicants proposing to serve grade levels 7-12 **and** provide tutoring in **mathematics and science both** for grade levels 7-12. Bonus points do not apply to the minimum points required in each criterion. In order to receive Bonus Points, the provider must propose to offer mathematics and science, and **all** of the grade levels 7-12.

Narrative: No additional narrative should be submitted for this criterion. Information about meeting this criterion will be obtained from Section A, numbers 13 and 14.

SECTION C: 2011-12 SES ASSURANCES

By electronically submitting the SES provider application, I certify that I have read each of the following statements, agree to be held accountable for the content of each of the following statements, and understand that the Michigan Department of Education (MDE) may invoke disciplinary action at any time, up to and including removal from the Approved List, based upon evidence that I have violated any of these Assurances.

1. The applicant entity certifies that the instructional program described in the application is the instructional program that will be offered to students.
2. The applicant entity certifies that the instruction and content that will be offered is secular, neutral, and non-ideological.
3. The applicant entity is responsible for payment of all payroll taxes and other business expenses or fees.
4. The applicant entity will be available to provide services in a district as required by the district's enrollment procedures or contract.
5. The applicant entity will serve all qualified eligible children whose parent(s)/guardian(s) register for services from the applicant entity, on a fair and equitable basis and in accordance with the terms specified in the application.
6. The applicant entity will promptly notify the district, in writing, within three business days, if it does not meet its minimum or exceeds its maximum number of students.
7. The applicant entity will provide parent(s)/legal guardian(s) of children receiving services, and district personnel, information on students' academic progress in an understandable format and language on a regular basis consistent with this application.
8. The applicant entity will provide evidence to the district (before services are delivered) that individuals providing services to children have successfully completed fingerprinting and criminal background checks as required in the district contract.

9. The applicant entity will not disclose to the public the identity of any student eligible for or receiving SES without the written permission of the parent(s)/guardian(s). All public requests for student information should be directed to the district.
10. The applicant entity ensures that the entity is financially sound and agrees to notify the MDE and district, in writing within ten business days, if and when it is no longer financially sound.
11. The applicant entity agrees to follow all applicable Federal, state, and local health, safety, employment, and civil rights laws at all times. This includes, but is not limited to, provision of occupancy permits and fire marshal reports to districts, if requested.
12. The applicant entity will not discriminate on the basis of race, national origin, sex, or disability in accepting students and providing students with SES under Title I (in general, a provider may not, on the basis of disability, exclude a qualified student with disabilities or a student covered under Section 504 if a student can, with minor adjustments, be provided SES designed to meet the individual educational needs of the student).
13. The applicant entity will provide services consistent with the qualified student's individualized education program under the Individuals with Disabilities Education Act (IDEA) if the student is covered under IDEA or Section 504 of the Rehabilitation Act of 1973 if the entity proposes to serve such students.
14. The applicant entity will comply with the MDE Standards for Monitoring SES Providers. The applicant entity agrees to make all documents available to the MDE or district for inspection/monitoring purposes, and participate in site visits at the request of the MDE or the district.
15. The applicant entity agrees to notify MDE and applicable district(s), in writing, of any change in the contact information provided in this application within ten business days.
16. The applicant entity further ensures that it will provide written notification to MDE, when SES will no longer be provided, thirty days prior to termination of services.

SECTION D: 2011-12 SES CODE OF ETHICS

By electronically submitting the SES provider application, I certify that I have read and understand each of the following statements, agree to be held accountable for the content of each, and understand that the Michigan Department of Education (MDE) may invoke disciplinary action at any time, up to and including removal from the approved list, based upon evidence that I have violated any of section of the SES Code of Ethics.

1. Providers must accurately and completely describe services to consumers in terms that are easy to understand. Reading level for informational materials should be no higher than eighth grade.
2. Providers must create and use promotional materials and advertisements that are free from deception. Deception may include, but is not limited to, misrepresentation through implied or stated endorsement for the provider by a school district, school building or its staff or representative.
3. Providers must not misrepresent to anyone the location of a provider's program or the approval status of a program. If the location of services is dependent upon a minimum student enrollment or the approval of a district, the provider shall indicate the applicable contingencies in its marketing materials.
4. Providers must not publicly criticize or disparage other providers.
5. Providers must not engage in false advertising about other providers' programs.
6. Providers must comply with each district's enrollment procedures.
7. Providers must not distribute a district enrollment form that has the selected provider's name pre-printed as part of the form. The provider may not modify or alter the district enrollment form in any way.
8. Providers must not encourage or induce students or parents to switch providers, once enrolled, without approval by the district. Providers may not create or distribute enrollment change forms for this purpose.

9. Providers must maintain a system of addressing consumer grievances and concerns and must immediately report any grievances to both the district and MDE.
10. Providers must not charge districts more than the maximum hourly rate identified in the application, nor charge districts any additional fees.
11. Providers must not make payments or in-kind contributions to a district, exclusive of customary fees for facility utilization or transportation.
12. Providers must not compensate district employees in exchange for access to facilities, registration, to obtain student lists, or to encourage any district employee to violate district policies or procedure including conflict of interest.
13. Providers must not solicit or accept an exclusive arrangement with any district or school (including, but not limited to, an exclusive right to conduct in-school assemblies or other marketing activities).
14. Providers may not seek access to individual classrooms or interrupt instructional time during the school day for any reason.
15. Providers may not employ any SES-eligible or enrolled student.
16. Each parent of an eligible student who is hired by a provider must have a written job description and must be compensated on the same basis as all other employees of the provider who perform similar work. No parent may receive any commission or other benefit related to the enrollment of their child in a provider's program, nor may a parent be subject to any employment action by the provider on account of the parent's selection of an SES program for their child.
17. Any school personnel employed by an SES provider shall not recruit students to a provider's program, engage in marketing activities on behalf of a provider, or otherwise promote or encourage students to enroll in a specific provider's program. This restriction does not apply to school districts that are approved SES providers. Please see #20 below for specific guidance regarding marketing and recruiting in school districts that are approved SES providers.
18. Providers shall not employ any district employees who currently serve in the capacity of Principal, Assistant Principal, building SES Coordinator, or district SES Coordinator.
19. Providers shall not employ any individuals, including teachers, parents or community leaders, who have any decision-making authority over a school district or school site. The sole exception shall be in school districts that are considered rural and where there are few providers.

20. Where a school district or a school is also an approved provider of SES, district personnel assigned SES provider responsibilities shall avoid all conflicts of interest or favoritism, including the following:
- a. Individuals employed by the district for this purpose shall not present marketing or recruitment information on any occasion unless all other providers approved for the schools served are offered the same opportunity to present information or recruit students.
 - b. The district shall ensure that the individual has no greater access to parents and students at provider fairs, school assemblies, and other, similar occasions than is afforded to all other providers. "Access" means the amount of speaking time available, the space used, and any other resources allocated to providers.
 - c. Individuals serving as an approved SES provider shall have duties that are entirely distinct from those of any other district employee who performs oversight with respect to the provision of SES. This prohibits the district SES provider from duties such as serving as the district's liaison to all SES providers within a school or schools, or assigning students to other providers.
21. Before or during the registration period, providers must not distribute any objects (such as gift cards, money, pencils, balloons, candy, Frisbees, tote bags, etc.) to parents or students. Informational program materials should be printed on paper.
22. Before or during the registration period, providers must not verbally or nonverbally promise or reference any objects or rewards that will be provided upon registration, program completion or as student rewards during the provision of services.
23. Informational program materials, including the 150-word program summary, must not verbally or non-verbally promise or reference any objects or rewards that will be provided upon registration, program completion or as student rewards during the provision of services.
24. During the provision of SES, providers may not exceed a total of \$20.00 per student annually for rewards. These rewards may not be identified in any written informational material or identified verbally to parents until AFTER enrollment.
25. Technology-based providers may not advertise computers as a reward for program completion. Students may keep computers at the cessation of tutoring services, but providers must fully disclose information about the computers as detailed in the MDE Policy of December 15, 2008. This information may not be included in any written informational material or identified verbally to parents until AFTER enrollment. Computers are not subject to the \$20.00 annual cap on rewards.

26. Providers must not attempt to influence or bias parents when performing an evaluation of the provider's services and achievement of the student's individualized learning goals.
27. A provider shall not use information provided by parents of SES-enrolled students for any commercial purpose without securing the parent's prior written consent for the intended use of the specified information, except that a provider may use parental contact information to communicate about SES with the parents of students served by that specific provider in any prior year.
28. Providers must serve substantially all students registered and immediately communicate to the district any students who cannot be served or who drop out of the program.
29. Providers may not solicit confidential information on minor students without the written consent of parents and/or the school district. This includes, but is not limited to, collecting student or parent information such as addresses, phone numbers, or email addresses.

**2011-2012
Supplemental Educational Services
Application Rubric**

Entity Name:

Reviewer:

1. Financial Soundness and Management Structure – 30 points possible; must receive a score of 20 or higher to be recommended for approval.

Rationale: NCLB Section 1116(e)(12)(B)(iii) requires providers to be financially sound. The application will be evaluated on the applicant entity's ability to demonstrate financial soundness and sound management structure through a review of financial and licensure documentation. ***Incomplete applications without required attachments will not be reviewed.***

Evidence of Cash On-Hand – 5 Points Possible

Applicants must provide evidence that there is enough cash-on-hand to support the business for at least six months. Some examples of sufficient evidence are: recent savings account or checking account statements (dated no more than three months prior to application submission), notarized letters from investors identifying the investment amount available, evidence of an available line of credit or loan from a financial institution (issued and dated no more than three months before the date of application submission).

Has the applicant included cash-on-hand documentation?

☐ Yes

☐ No

Not Recommended (0-2 points)	Recommended (3-4 points)	Highly Recommended (5 points)	MAXIMUM 5 POINTS
<p>Applicant documents indicate there is insufficient cash-on-hand to support the business for at least six months to serve the maximum number of students per district.</p> <p>No evidence of cash-on-hand is included in the cash flow document.</p>	<p>Applicant documents indicate there is enough cash-on-hand to support the business for at least six months to serve the maximum number of students per district.</p> <p>Evidence of cash-on-hand is included in the cash flow document and is dated no more than three months prior to submission of the application.</p>	<p>Applicant documents provide detailed evidence there is more than enough cash-on-hand to support the business for at least six months to serve the maximum number of students per district.</p> <p>Evidence of cash-on-hand is included in the cash flow document and is dated no more than three months prior to submission of the application.</p>	

Criterion 1 rubric continues on the next page

Cash Flow Document(s) – 5 Points Possible

Applicants must provide an organizational cash flow that accounts for all **monthly projected revenue and expenses** for at least **twelve months, ending in June 2012**.

<i>Has the applicant included cash flow documents?</i>			<input type="checkbox"/> Yes <input type="checkbox"/> No
Not Recommended (0-2 points)	Recommended (3-4 points)	Highly Recommended (5 points)	MAXIMUM 5 POINTS
Cash flow documents are unclear and/or do not account for the majority of projected monthly revenue and expenses for at least twelve months ending in June 2012.	Cash flow documents are reasonable and account for the majority of projected monthly revenue and expenses for at least twelve months ending in June 2012.	Cash flow documents are comprehensive, clear, and reasonable and account for all projected monthly revenue and expenses for at least twelve months ending in June 2012.	
Cash flow documents do not agree with the comprehensive list of expenses.	Cash flow documents generally agree with the comprehensive list of expenses for the minimum and maximum number of students per district.	Cash flow documents are in total agreement with the comprehensive list of expenses for the minimum and maximum number of students per district.	

Comprehensive List of Expenses – 5 Points Possible

Applicants must provide a comprehensive list of expenses necessary to serve the **minimum and maximum number of students per district**.

<i>Has the applicant included a comprehensive list of expenses for both the minimum and maximum number of students per district?</i>			<input type="checkbox"/> Yes <input type="checkbox"/> No
Not Recommended (0-2 points)	Recommended (3-4 points)	Highly Recommended (5 points)	MAXIMUM 5 POINTS
Comprehensive list of expenses is not likely to serve the minimum and maximum number of students per district identified in the application.	Comprehensive list of expenses is likely to serve the minimum and maximum number of students per district identified in the application.	Comprehensive list of expenses is more than likely to serve the minimum and maximum number of students per district identified in the application.	

Criterion 1 rubric continues on the next page

Business License – 3 Points Possible

Applicants must provide a copy of their business license, if applicable, and formal documentation of legal status as a corporation organized in Michigan or another state (must include copy of certificate of incorporation identifying the state issued corporation ID number), and if relevant, proof of 501(c)(3) tax-exempt status). Applicants applying as individuals must provide Federal EIN, Tax ID or Social Security Number, and a copy of any related licensure.

Has the applicant included this documentation?			<input type="checkbox"/> Yes <input type="checkbox"/> No
Not Recommended (0 points)	Recommended (1 -2 points)	Highly Recommended (3 points)	MAXIMUM 3 POINTS
Business license or other formal documentation of legal status to conduct business in Michigan or other state(s) is invalid.	Business license or other formal documentation of legal status to conduct business in other state(s) is valid.	Business license or other formal documentation of legal status to conduct business in Michigan is valid.	

Insurance Documentation – 3 Points Possible

Applicants must provide a copy of their general liability insurance or a quote from an insurance agency that reflects their intent to obtain liability insurance.

Has the applicant included this documentation?			<input type="checkbox"/> Yes <input type="checkbox"/> No
Not Recommended (0 points)	Recommended (1 -2 points)	Highly Recommended (3 points)	MAXIMUM 3 POINTS
Proof of liability insurance is insufficient and/or excluded from the comprehensive list of expenses.	Proof of general liability insurance is provided and included in the cash flow and comprehensive list of expenses for the minimum and maximum number of students per district.	Proof of general and professional liability insurance for a minimum of \$1,000,000 is provided and included in the cash flow and comprehensive list of expenses for the minimum and maximum number of students per district.	

Invoice(s) – 3 Points Possible

Applicants must provide sample invoices and/or other business documents for students that will receive tutoring services.

Has the applicant included a sample invoice or billing document for services rendered??			<input type="checkbox"/> Yes <input type="checkbox"/> No
Not Recommended (0 points)	Recommended (1 -2 points)	Highly Recommended (3 points)	MAXIMUM 3 POINTS
Sample invoices and other business documents are unclear and do not indicate there is a management structure related to billing and payment for tutoring students in place.	Sample invoices and other business documents indicate there is a management structure related to billing and payment for tutoring students in place.	Sample invoices and other business documents indicate there is a comprehensive management structure related to billing and payment for tutoring students in place.	

Criterion 1 rubric continues on the next page

Financial Narrative – 3 Points Possible

Applicants must provide a one-page narrative explaining how the financial documents submitted with the application represent a strong business plan.

Has the applicant included a financial narrative?

☐ Yes ☐ No

Not Recommended (0 points)	Recommended (1 -2 points)	Highly Recommended (3 points)	MAXIMUM 3 POINTS
Financial narrative is unclear and it is difficult to understand how the financial documents represent a strong business plan.	Financial narrative provides a reasonable understanding of how the financial documents represent a relatively stable business plan.	Financial narrative provides a comprehensive understanding of how the financial documents represent a strong business plan.	

Hourly Fee/Calculated Hours of Instruction – 3 Points Possible

Calculated Hours of Instruction

\$2000.00	÷	Maximum fee per hour (application section A, question #19)	=	<u>Calculated hours of instruction</u>	≥	Minimum number of hours required for student to achieve their individualized learning goals (application section A, question #18)
\$2000.00	÷		=		≥	

a) Is hourly rate likely to allow minimum hours of instruction?

☐ Yes ☐ No

**b) If the answer to question a) is “No”, does the applicant entity ever lower the hourly rate to guarantee each student receives a specific number of service hours?
(application section A, question #19)**

☐ Yes ☐ No

Not Recommended (0 points)	Recommended (1 -2 points)	Highly Recommended (3 points)	MAXIMUM 3 POINTS
The answer to both a) and b) above is no. THE APPLICATION IS NOT REVIEWED FURTHER AND IS NOT CONSIDERED FOR APPROVAL	The hourly fee is adequate and likely to allow students the minimum hours necessary to increase achievement. The calculated hours of instruction meet or slightly exceed the number of hours necessary for student success identified in application question #18. OR: The applicant will lower their hourly fee to guarantee each student receives a specific number of service hours.	The hourly fee is more than adequate; the calculated hours of instruction exceed the number of hours necessary for student success identified in application question #18 by 4 or more hours.	

Criterion 1 comments are on the next page

Comments

Are all financial documents included? _____

(if the answer is NO, the application is not reviewed further and is not considered for approval)

Points this Section, Maximum of 30: _____

(Must score 20 or higher to be recommended)

2. Demonstrated Record of Effectiveness – 15 points possible; must receive a score of 10 or higher to be recommended for approval.

Rationale: Providers must have a demonstrated record of effectiveness in increasing the academic proficiency of students in subjects relevant to meeting the state academic content and student achievement standards [NCLB of 2001, Section 1116(e)(4)(B)]. In addition, an applicant must provide evidence that its instructional methods and content are aligned with state academic content and student academic achievement standards, and are of high quality, research-based, and specifically designed to increase the academic achievement of eligible children. NCLB Section 1116(e)(4)(A) requires that the state must ensure constituent participation in the process of providing SES services, in consultation with local educational agencies, parents, teachers, and other interested members of the public, promote maximum participation by providers to ensure, to the extent practicable, that parents have as many choices as possible (Final Title I Regulations of October, 2008).

Positive Impact on Michigan State Assessments – 4 Points Possible

Not Recommended (0-1 points)	Recommended (2-3 points)	Highly Recommended (4 points)	MAXIMUM 4 POINTS
<p>Data does not demonstrate the applicant's proposed delivery model, methods, or curriculum have a positive impact related to the Michigan state assessments (MEAP and/or MME).</p> <p>Applicant does not provide a response or the response does not address the question.</p>	<p>Data demonstrates the applicant's proposed delivery model, methods, or curriculum have a positive impact on achievement on the Michigan state assessments (MEAP and/or MME) for the intended subject areas and grade levels particularly for low-income and/or underachieving students.</p>	<p>Detailed data is provided that the applicant's proposed delivery model, methods, or curriculum have a positive impact on achievement on the Michigan state assessments (MEAP and /or MME) for the intended subject areas and grade levels particularly for low-income and/or underachieving students.</p>	

Positive Impact On Other Assessments – 4 Points Possible

Not Recommended (0-1 points)	Recommended (2-3 points)	Highly Recommended (4 points)	MAXIMUM 4 POINTS
<p>Data does not demonstrate the applicant's proposed delivery model, methods, or curriculum have a positive impact on national, another state's, district's, or provider administered assessments in the intended subject areas and grade levels particularly for low-income and/or underachieving students. Research is not cited. Applicant does not provide a response or the response does not address the question.</p>	<p>Data demonstrates the applicant's proposed delivery model, methods, or curriculum have a positive impact on national, another state's, district's, or provider administered assessments in the intended subject areas and grade levels particularly for low-income and/or underachieving students. Research is cited and uses APA style and/or provides a reference list of citations.</p>	<p>Detailed data is provided that the applicant's proposed delivery model, methods, or curriculum have a positive impact on national, another state's, district's, or provider administered assessments in the intended subject areas and grade levels particularly for low-income and/or underachieving students. Research is cited and uses APA style and provides a reference list of citations.</p>	

Criterion 2 rubric continues on next page

Positive Impact On Other Indicators – 4 Points Possible			
Not Recommended (0-1 points)	Recommended (2-3 points)	Highly Recommended (4 points)	MAXIMUM 4 POINTS
<p>Data does not demonstrate the applicant's proposed delivery model, methods, or curriculum have a positive impact on other indicators (e.g., course grades, student attendance, student behavior/discipline, retention/promotion rates, or graduation rates) in the intended subject areas and grade levels particularly for low-income and/or underachieving students. Research is not cited or provided.z</p> <p>Applicant does not provide a response or the response does not address the question.</p>	<p>Data demonstrates the applicant's proposed delivery model, methods, or curriculum have a positive impact on at least one other indicator (e.g., course grades, student attendance, student behavior/discipline, retention/promotion rates, or graduation rates) in the intended subject areas and grade levels particularly for low-income and/or underachieving students. Research, if cited, uses APA style and provides a reference list of citations.</p>	<p>Detailed data is provided that the applicant's proposed delivery model, methods, or curriculum have a positive impact on multiple indicators (e.g., course grades, student attendance, student behavior/discipline, retention/promotion rates, or graduation rates) in the intended subject areas and grade levels particularly for low-income and/or underachieving students. Research is cited and uses APA style and provides a reference list of citations.</p>	
Positive Feedback From Constituents – 3 Points Possible			
Not Recommended (0 points)	Recommended (1-2 points)	Highly Recommended (3 points)	MAXIMUM 3 POINTS
<p>Narrative does not include any positive feedback from constituents (parent(s)/guardian(s), students, LEAs) related to the effectiveness of the instructional program in the intended subject areas and grade levels particularly for low-income and/or underachieving students. Research is not cited or provided.</p> <p>Applicant does not provide a response or the response does not address the question.</p>	<p>Narrative includes positive feedback from at least one constituent group (parent(s)/guardian(s), students, LEAs) related to the effectiveness of the instructional program in the intended subject areas and grade levels particularly for low-income and/or underachieving students. Research, if cited, uses APA style and provides a reference list of citations.</p>	<p>Narrative includes multiple examples of positive feedback from several constituents (parent(s)/guardian(s), students, LEAs) related to the effectiveness of the instructional program in the intended subject areas and grade levels particularly for low-income and/or underachieving students. Research is cited and uses APA style and provides a reference list of citations.</p>	

Criterion 2 comments are on the next page

Comments

Points this Section, Maximum of 15: _____
(Must score 10 or higher to be recommended)

3. Evidence of a High Quality, Research-Based Instructional Program – 10 points possible; must receive a score of 7 or higher to be recommended for approval.

Rationale: By definition, SES is tutoring and other enrichment services that are high quality, based on research, and designed to increase student academic achievement [NCLB, Section 1116(e)(12)(C)(2)]. According to the U.S. Department of Education (January 14, 2009), the major focus of NCLB is to utilize *only* those educational practices that have evidence to suggest that they will increase academic achievement (see *Federal Supplemental Educational Services Non-Regulatory Guidance*). In addition, an applicant must provide evidence that its instructional methods and content are aligned with state academic content and student academic achievement standards, and are of high quality, research-based, and specifically designed to increase the academic achievement of eligible children (Final Title I Regulations of October, 2008).

Instructional Program – 5 Points Possible

Not Recommended (0-2 points)	Recommended (3-4 points)	Highly Recommended (5 points)	MAXIMUM 5 POINTS
<p>Few of the major elements of the instructional program, including specific instructional strategies/methods, time on task, special instructional materials, use of technology, and other relevant program components are identified. Research is not cited and, if cited, does not provide reference list for the citation.</p> <p>Applicant does not provide a response or the response does not address the question.</p>	<p>Some to most of the major elements of the instructional program, including specific instructional strategies/methods, time on task, special instructional materials, use of technology, and other relevant program components are identified and supported by research. Research is cited and uses APA style and/or provides a reference list of citations.</p>	<p>All major elements of the instructional program, including specific instructional strategies, time on task, special instructional materials, use of technology, and other relevant program components are listed and supported by research. Research is cited and uses APA style and provides a reference list of citations.</p>	

Criterion 3 rubric continues on next page

Research – 5 Points Possible

Not Recommended (0-2 points)	Recommended (3-4 points)	Highly Recommended (5 points)	MAXIMUM 5 POINTS
<p>Research information does not demonstrate a clear relationship between instructional strategies/methods and increased student academic achievement in the intended subject areas and grade levels particularly for low-income and/or underachieving students.</p> <p>No research is cited.</p> <p>Applicant does not provide a response or the response does not address the question.</p>	<p>Some research is cited and referenced that will allow a qualified educator to reasonably assume that the identified program components and specific instructional strategies/methods are related to increasing student academic achievement in the intended subject areas and grade levels particularly for low-income and/or underachieving students. Some data is provided to support this. Research is cited and uses APA style and provides a reference list of citations.</p>	<p>Research is clearly cited and referenced and indicates that each instructional strategy/method and each major program component has data documenting increased student academic achievement in the intended subject areas and grade levels particularly for low-income and/or underachieving students. Research is cited and uses APA style and provides a reference list of citations.</p>	

Comments

Points this Section, Maximum of 10: _____
 (Must score 7 or higher to be recommended)

4. Connection to Content Expectations – 10 points possible; must receive a score of 7 or higher to be recommended for approval.

Rationale: NCLB Section 1116(e)(5)(B) requires applicants to demonstrate that the instruction they provide and the content they use “are consistent with the instruction provided and content used by the local educational agency and state, and are aligned with state student academic achievement standards.” According to the U.S. Department of Education (January 14, 2009), instructional content and methods need not be identical to those of the LEA, but they must “*share a focus* on the same state academic content and achievement standards and be designed to help students meet those standards” (*Federal Supplemental Educational Services Non-Regulatory Guidance*, p. 15). In addition, an applicant must provide evidence that its instructional methods and content are aligned with state academic content and student academic achievement standards, and are of high quality, research-based, and specifically designed to increase the academic achievement of eligible children (Final Title I Regulations of October, 2008).

Alignment – 5 Points Possible

Not Recommended (0-2 points)	Recommended (3-4 points)	Highly Recommended (5 points)	MAXIMUM 5 POINTS
<p>Insufficient evidence is provided that the instructional program aligns to state content standards (e.g. Grade Level Content Expectations, High School Content Expectations, Course/Credit Content Expectations and/or the Michigan Curriculum Framework) for the grade levels the applicant intends to serve.</p> <p>Applicant does not provide a response or the response does not address the question.</p>	<p>Less-detailed evidence is provided. However, evidence alludes to the instructional program being aligned to state content standards (e.g. Grade Level Content Expectations, High School Content Expectations, Course/Credit Content Expectations and/or the Michigan Curriculum Framework) for the grade levels the applicant intends to serve.</p>	<p>Detailed evidence is provided that demonstrates the instructional program is aligned to specific state content standards (e.g. Grade Level Content Expectations, High School Content Expectations, Course/Credit Content Expectations and/or the Michigan Curriculum Framework) for the grade levels the applicant intends to serve.</p>	

Criterion 4 rubric continues on next page

Sample Learning Objective – 5 Points Possible			
Not Recommended (0-2 points)	Recommended (3-4 points)	Highly Recommended (5 points)	MAXIMUM 5 POINTS
<p>A sample student learning objective that demonstrates alignment to specific state content standards (e.g. Grade Level Content Expectations, High School Content Expectations, Course/Credit Content Expectations and/or the Michigan Curriculum Framework) for the grade levels the applicant intends to serve is not provided</p> <p>Response does not address the question.</p>	<p>A sample student learning objective that demonstrates how the applicant's program, methods, or curriculum are aligned to specific state content standards (e.g. Grade Level Content Expectations, High School Content Expectations, Course/Credit Content Expectations and/or the Michigan Curriculum Framework) for the grade levels the applicant intends to serve is provided.</p>	<p>Detailed sample student learning objectives that demonstrate how the applicant's program, methods, or curriculum are aligned to a specific state content standards (e.g. Grade Level Content Expectations, High School Content Expectations, Course/Credit Content Expectations and/or the Michigan Curriculum Framework) for the grade levels the applicant intends to serve are provided for each subject area the applicant will offer services in.</p>	

Comments

Points this Section, Maximum of 10: _____
(Must score 7 or higher to be recommended)

5. Staff Qualifications – 10 points possible; must receive a score of 7 or higher to be recommended for approval.

Rationale: NCLB Section 1116(e)(5)(B) requires applicants to demonstrate that the instruction they provide and the content they use “are consistent with the instruction provided and content used by the local educational agency and state, and are aligned with state student academic achievement standards.” According to the U.S. Department of Education (January 14, 2009), instructional content and methods need not be identical to those of the LEA, but they must “*share a focus* on the same state academic content and achievement standards and be designed to help students meet those standards” (*Federal Supplemental Educational Services Non-Regulatory Guidance*, p. 15). In addition, an applicant must provide evidence that its instructional methods and content are aligned with state academic content and student academic achievement standards, and are of high quality, research-based, and specifically designed to increase the academic achievement of eligible children (Final Title I Regulations of October, 2008).

Staff Qualifications – 5 Points Possible

Not Recommended (0-2 points)	Recommended (3-4 points)	Highly Recommended (5 points)	MAXIMUM 5 POINTS
<p>Qualifications of the instructors do not meet the minimum criteria.</p> <p>It appears that instructors meet the minimum requirement of having a high school diploma.</p> <p>Applicant does not provide a response or the response does not address the question.</p>	<p>Clearly-defined qualifications of instructors are evident and reasonable.</p> <p>Instructors are required to meet the minimum requirement of having a high school diploma, or instructors are selected on the basis of criteria that indicate they exceed the minimum qualifications.</p> <p>Examples may include individuals that are not certified teachers, but hold a BA or MA.</p>	<p>Detailed instructor qualifications with clearly written examples are provided.</p> <p>Instructors are selected on the basis of criteria that indicate they exhibit superior qualifications.</p> <p>Examples may include currently- or formerly-certified English language arts and/or mathematics teachers. Teachers may be certified in any state.</p>	

Criterion 5 rubric continues on next page

Professional Development – 5 Points Possible			
Not Recommended (0-2 points)	Recommended (3-4 points)	Highly Recommended (5 points)	MAXIMUM 5 POINTS
<p>Professional development and supervision plan are minimally addressed but are not systematic.</p> <p>There is no professional development or supervision plan.</p> <p>The response does not address the question.</p>	<p>Most indicators of professional development and supervision addressed effectively. This should include instructional strategies, assessment, communication, and differentiated instruction. A systemic plan for professional development is evident. PD plan addresses communication of progress with parents, students, teachers & district staff.</p>	<p>There is an effective, systemic and ongoing plan for professional development and supervision that addresses instructional strategies, focus on learning, assessment & communication of progress to students, parents and districts, documentation of tutoring sessions and student progress, differentiation of instruction based on diagnosed student needs and feedback to students and employees.</p>	

Comments

Points this Section, Maximum of 10: _____
 (Must score 7 or higher to be recommended)

6. Assessment of Student Need -10 points possible; must receive a score of 7 or higher to be recommended for approval.

Rationale: NCLB Section 1116(e)(5)(B) requires applicants to demonstrate that the instruction they provide and the content they use “are consistent with the instruction provided and content used by the local educational agency and state, and are aligned with state student academic achievement standards.” According to the U.S. Department of Education (January 14, 2009), instructional content and methods need not be identical to those of the LEA, but they must “*share a focus* on the same state academic content and achievement standards and be designed to help students meet those standards” (*Federal Supplemental Educational Services Non-Regulatory Guidance*, p. 15). In addition, an applicant must provide evidence that its instructional methods and content are aligned with state academic content and student academic achievement standards, and are of high quality, research-based, and specifically designed to increase the academic achievement of eligible children (Final Title I Regulations of October, 2008).

Objective Assessment – 5 Points Possible

Not Recommended (0-2 points)	Recommended (3-4 points)	Highly Recommended (5 points)	MAXIMUM 5 POINTS
<p>Evidence of objective assessment(s) is not provided.</p> <p>Objective assessment(s) are infrequent (i.e., pre-test, post-test only).</p> <p>Response does not address the question.</p>	<p>Applicant describes objective assessment(s) to be used frequently. In addition to the pre-test and post-test. The applicant indicates there is ongoing assessment, but does not specify the frequency of assessment.</p>	<p>Applicant describes objective assessment(s) to be used more frequently. In addition to the pre-test and post-test, evidence is provided that assessment is ongoing and occurs 3 or more times during the provision of services</p>	

Systematic Process For Analyzing Results – 5 Points Possible

Not Recommended (0-2 points)	Recommended (3-4 points)	Highly Recommended (5 points)	MAXIMUM 5 POINTS
<p>Instructors rely solely on their own judgment or applicant does not identify a systematic process for analyzing results to identify student needs, skill or knowledge gaps, and prescribing an instructional program based on student needs.</p> <p>Applicant does not provide a response or the response does not address the question.</p>	<p>Applicant provides evidence of a systematic process for analyzing results to identify student needs, skill or knowledge gaps, and prescribing an instructional program based on student needs.</p>	<p>Applicant provides detailed evidence of a comprehensive, systematic process for analyzing results to identify student needs, skill or knowledge gaps, and prescribing an instructional program based on student needs.</p>	

Criterion 6 comments are on the next page

Comments

Points this Section, Maximum of 10: _____
(Must score **7** or higher to be recommended)

7. Communication Plan – 10 points possible; must receive a score of 7 or higher to be recommended for approval.

Rationale: NCLB Section 1116(e)(5)(A) requires SES providers to provide parents of children receiving supplemental educational services under this subsection and the appropriate local educational agency with information on the progress of the children in increasing achievement, in a format and, to the extent practicable, a language that such parents can understand. NCLB Section 1116(e)(5)(B) requires applicants to demonstrate that the instruction they provide and the content they use “are consistent with the instruction provided and content used by the local educational agency and state, and are aligned with state student academic achievement standards.” According to the U.S. Department of Education (January 14, 2009), instructional content and methods need not be identical to those of the LEA, but they must “*share a focus* on the same state academic content and achievement standards and be designed to help students meet those standards” (*Federal Supplemental Educational Services Non-Regulatory Guidance*, p. 15).

Plan for Communicating Student Progress – 4 Points Possible

Not Recommended (0-1 points)	Recommended (2-3 points)	Highly Recommended (4 points)	MAXIMUM 4 POINTS
<p>Applicant provides minimal or no evidence of a process or plan for communicating student progress to LEA(s)/teacher(s), and parent(s)/guardian(s).</p> <p>Applicant does not provide a response or the response does not address the question.</p>	<p>Applicant provides evidence of a process or plan for communicating student progress to LEA(s)/teacher(s), and parent(s)/guardian(s).</p>	<p>Applicant provides evidence of an effective and well-developed and very specific process or plan for communicating student progress to LEA(s)/teacher(s), and parent(s)/guardian(s).</p>	

Plan for Obtaining Parent Feedback - 4 Points Possible

Not Recommended (0-1 points)	Recommended (2-3 points)	Highly Recommended (4 points)	MAXIMUM 4 POINTS
<p>There is no evidence of a process for obtaining parent feedback on their child’s tutoring.</p> <p>Applicant does not provide a response or the response does not address the question.</p>	<p>The communication plan provides evidence of a process or plan for obtaining parent feedback related to their child’s instructional goals.</p>	<p>The communication plan provides evidence of an effective and well developed process or plan for obtaining parent feedback related to their child’s instructional goals. Strategies for parent involvement are clear and address parents that may not initially respond or may be difficult to engage.</p>	

Criterion 7 rubric continues on next page

Frequency of Communication – 2 Points Possible			
Not Recommended (0 points)	Recommended (1 point)	Highly Recommended (2 points)	MAXIMUM 2 POINTS
Applicant provides minimal or no evidence that communication will occur with any regularity. Applicant does not provide a response or the response does not address the question.	Applicant provides evidence that distribution is less frequent (e.g., quarterly to monthly).	Applicant provides evidence that distribution is more frequent (e.g., every two weeks or less).	

Comments

Points this Section, Maximum of 10: _____
(Must score 7 or higher to be recommended)

8. Fluency and Mechanics – 5 points possible; must have a score of 3 or higher to be recommended for approval.

Rationale: By definition, SES is tutoring that is high quality, based on research, and designed to increase student academic achievement [NCLB, Section 1116(e)(12)(C)(2)]. According to the U.S. Department of Education (January 14, 2009), the major focus of NCLB is to utilize *only* those educational practices that have evidence to suggest that they will increase academic achievement (see *Federal Supplemental Educational Services Non-Regulatory Guidance*).

Not Recommended (0-2 points)	Recommended (3-4 points)	Highly Recommended (5 points)	MAXIMUM 5 POINTS
Spelling and grammatical errors are frequent and distracting.	Spelling and grammatical errors are present, but don't distract the reviewer or interfere with interpretation of content.	The application demonstrates tight control over spelling and grammar. The application demonstrates the ability to provide citations and references using APA style.	

Comments

Points this Section, Maximum of 5: _____
(Must score 3 or higher to be recommended)

9. Criterion 9 (5 points)

Applicants proposing to serve grade levels 7-12 **and** provide tutoring in both **math AND science** to those grade levels will receive **5 bonus points** to be added to the total score. Bonus points do not apply to the minimum points required in each criterion.

Rationale: By definition, SES is tutoring that is high quality, based on research, and designed to increase student academic achievement [NCLB, Section 1116(e)(12)(C)(2)]. The goal of SES is to increase eligible students' academic achievement in a subject or subjects that the State includes in its ESEA assessments under Section 1111 of the ESEA, which must include reading/language arts, mathematics, and science, as well as English language proficiency for students with limited English proficiency (LEP). Non-Regulatory Guidance, Supplemental Educational Services, January 2009. Michigan's experience is that there is a great need for improved achievement in mathematics and science, particularly at the middle and high school grade levels.

Not Recommended (0-2 points)	Recommended (3-4 points)	Highly Recommended (5 points)	MAXIMUM 5 POINTS
N/A	N/A	Information about meeting this criterion will be obtained from Section A, numbers 13 and 14. The SES applicant proposes to offer both math and science tutoring to all of the grade levels 7-12.	

Comments

<div></div>

Points this Section: _____
(Must score 5 to receive bonus points)